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This document contains brief summaries of 27 educational projects submitted to the Office of Economic Opportunity (OEO) by the Model School Division of the District of Columbia public school system. These projects were financed by OEO and non-governmental funds. Each summary presents the purpose of the project, its location, the number of pupils it served, the personnel it required, and its cost. The projects deal with inservice training, developmental and remedial reading, new curricula for the secondary level, and school organizational patterns. Special projects include preschool programs, parent education, and cultural enrichment. (NH)

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ABSTRACTED

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MODEL SCHOOL DIVISION
Public Schools of the District of Columbia
Washington, D. C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INFORMATION EXCHANGE CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

SUMMARIES OF PROJECTS

in the

EDUCATIONAL WAR ON POVERTY

Submitted to the

Office of Economic Opportunity

through the

United Planning Organization

September, 1965

UD 001 759

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Washington, D. C.

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An Introduction to the Summary List of Projects

The Model School Division is an integral part of the Public Schools of the District of Columbia but at the same time possesses the individuality of innovation and experimentation in educational programs that, combined with the vigorous effort and cooperation of other community action programs, may root out the causes of poverty. Such is the ultimate goal.

The Model School Division comprises twenty four schools--from pre-school through senior high for this school residential area--an inner city "target area" of substantial, if not total, economic disadvantage. Specifically, the Division consists of five pre-school centers, fourteen elementary schools, three junior high schools, a vocational high school, and a senior high school.

The target area, like other "great city gray areas," contrasts with the rest of the city by lower median income and actual poverty for too many of the citizens, greater unemployment and underemployment, a higher incidence of school failure and school leaving, a higher delinquency and crime rate, a disproportionate number on welfare rolls, a larger number of families in poorer housing, less community participation, and so forth.

The Model School Division programs, more than a score in number, seek ways to raise the educational level of children and youth, increase their opportunities to learn through extending their school day and week and year, improve teachers and teaching, provide more services for children and youth, enrich life and learning, make the curriculum more serviceable to the needs of the children, and provide a better education for parents and other adults.

Where does the money come from? Most projects are funded by the Office of Economic Opportunity under Title II-A of the Economic Opportunity Act of 1964; some projects are funded under other titles of the same act. Funds from non-government sources, such as Encyclopedia Britannica Films and Bell and Howell, underwrite some of the work of the Model School Divsion.

The Model School Division develops its proposals in cooperation with the Board of Education, the superintendent of schools, teachers and other members of the District of Columbia Public Schools, the Advisory Committee to the Model School Division, and the United Planning Organization of Greater Washington.

Again--this is a beginning in a high priority war of a democracy--to provide the education that will rout the ceuses of poverty.

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SUMMER INSTITUTE FOLLOW-UP

Action Project. To provide a series of workshops for teachers to implement the new curricula to which they were introduced during the Summer Institute and to provide them with teacher aides.

Pupils Served:	6000
Location:	All area elementary schools
Personnel:	Asst. to asst. supt. in charge of program operations, consultants
Cost:	$292,550.00

One hundred and fifty MSD elementary school teachers participated in the Summer Institute in 1965 at which time they were introduced to new materials in mathematics, social studies, or science. The original proposal for the institute included providing continuous support during the 1965-66 school year of the 150 participating teachers. This support will come from a series of workshops to assist the teachers in implementing the new materials used during the summer and from the assignment of one aide to each teacher. After the teachers have obtained sufficient mastery of the new materials and approaches, they will act as local resource teachers for the rest of the staff in their schools.

Before the close of the institute each teacher participant was permitted to order the supplies he would need to employ his new skills and knowledges during the school year. These supplies will be distributed as soon as they arrive, hopefully during September.

Workshops in the three subject areas will also be provided for up to 150 additional teachers, 50 in each area. Upon completion of the workshops, these supplies will be distributed as soon as they arrive, hopefully during September.

SUMMER INSTITUTE OF 1966

Action Project. To provide in-service training for teachers in the Model School Division in new materials and techniques in science, social studies, mathematics and language arts.

Pupils Served:	5300
Location:	An area school
Personnel	Principal asst. principal 10 teachers 8 curriculum and school organization specialists 2 parent helpers 8 teacher aides clerk-typist consultants
Cost:	$197,426.90

One hundred fifty Model School Division elementary school teachers and principals will be recruited to participate in a summer institute lasting for six weeks. Approximately three-fourths of the time will be devoted to developing the requisite background knowledge necessary to work with new materials, new organizational patterns, and new techniques of teaching. The remaining time will be devoted to actual observation of and participation in classes of children.

Two hundred elementary school children from the area will participate in an enrichment program within the institute. They will be divided into eight, ungraded classes at the primary or intermediate levels.

The institute, with its summer school component, will serve to provide an educational experience for both the participating teachers and the children.

PROJECT IN URBAN TEACHING

Action Project. To place interns (teacher trainees) in area schools to teach part time, to engage in field work in the community, and to assist in curriculum development for the purpose of encouraging interest in teaching in inner city schools and helping the disadvantaged youngster and his family.

Pupils Served:	2700
Location:	All MSD schools
Personnel:	Director, asst. director 6 curriculum specialists, 20 coordinating teachers, 60 interns, administrative assistant, secretary, half time psychiatrist, consultants
Cost:	$475,494.00

The project places interns in the schools of the MSD; the interns have been selected from among returning Peace Corps volunteers, experienced teachers, recent college graduates, and others whose extracurricular activities indicate some sensitivity and motivation for the kind of school and community work demanded by this project.

Each intern will teach two classes a day in a junior or senior high school or will teach part-time in the elementary schools. He will finish his teaching before noon each day and will divide the rest of the day between consultation with mental health and curriculum specialists and field work in the community. This community work will involve visiting the homes of his students, pursuing any problems which he feels are interfering with the academic work of his students, getting the family in touch with the services of the Neighborhood Development Centers or getting the workers from those Centers in touch with the families.

For their teaching under supervision, for their work with consultants, and for their field work, Howard University has agreed to grant the teacher-trainees academic credit towards a Master's Degree. Such credit should enable the interns to continue the following year for their degree and to complete it within the two year period, thereby enabling them to obtain teaching positions in urban schools as fully qualified professionals.

WORDS IN COLOR

Action Project. To test the effectiveness of the reading program known as "Words in Color," which makes the English language phonetic through the use of color, with beginning readers.

Pupils Served:	300
Location:	4 elementary schools
Personnel:	Staff coordinator, 8 regular teachers
Cost:	$1,848.50

"Words in Color" is a beginning reading program designed to make the English language phonetic through the use of color which serves as an extra dimension to help the learner associate the image with the sound until he has mastered it. It is designed to teach primary pupils to read and write simultaneously.

The teacher works with the class as a whole with individual responses from the students for each sound to guarantee from the beginning that words are pronounced correctly. The learner grows aware of the many and varied words in which a given sound occurs and is able to use them in increasingly complex patterns. He also learns to recognize the relationships between sound and words and between meaning and inflection. Simultaneously the learner writes what he reads and learns permanently the relationship between written signs and his speech and reading. The usual school organizational pattern is used.

INITIAL TEACHING ALPHABET (ITA)

Action Project. To teach reading to first graders through the use of the "Initial Teaching Alphabet," a system using 44 symbols for the 44 phonemes of the English language.

Pupils Served:	300
Location:	5 elementary schools
Personnel:	Staff coordinator
	9 regular teachers
Cost:	$5,378.00

An important cause of children's lack of success in learning to read English is the printed code we use to represent the spoken language. The i/t/a technique is structured to introduce young children to the printed words of English by stages. The method is planned to help children read faster and reach a higher level of reading than they would normally achieve with traditional materials.

The Augmented Roman Alphabet utilizes symbols for the 44 sounds of English. The materials to teach by this method will be used exclusively in the experimental classes.

SCIENCE RESEARCH ASSOCIATES (SRA)

Action Project. To provide multi-level instruction in reading and listening skills through the use of Science Research Associates laboratory materials.

Pupils Served:	1700 junior high 1200 elementary
Location:	H. D. Cooke Elementary, Shaw Junior High
Personnel:	2 resource teachers, 54 regular teachers, 4 program aides Staff from SRA
Cost:	$36,778.25

Within a single classroom one finds varying levels of reading ability. When such is the case, the problem is compounded when the teacher tries to find a mid-level on which to instruct and there is an absence of materials on different reading levels.

To remove pupil frustrations caused by too-difficult materials of instruction, to provide opportunity for orderly progress from one reading level to another, to stimulate an inquisitiveness about reading through interesting materials, to broaden the cultural background of the student through reading are major purposes of this program. This project employs special materials -- the Science Research Associates laboratory materials.

There are 62 laboratories in operation at Shaw Junior High School, including boys and girls on all grade levels.

At H. D. Cooke Elementary School 38 SRA Laboratories are in operation in grades K-6 (boys and girls, junior primary, basic-primary, and basic-intermediate).

PROJECT VISUAL CONCEPTUAL READING (VICORE)

Action Project. To improve and develop the reading ability of upper grade high school youth through the services of a special reading program - "Visual Conceptual Reading (Vicore)."

Pupils Served:	500
Location:	Cardozo High School
Personnel:	1 coordinator, 22 regular teachers, 2 program aides Vicore Staff
Cost:	$15,411.84

High school youth in the target area who have a potential and interest in college work in too many instances have a reading level unsatisfactory for college examination, college admission, or successful college work. Youth who are also likely to complete high school and who would enter the work world on graduation include many who also read one or more grades below their potential level. Other high school youth are those who need just a boost in reading, a higher reading level, to achieve success in their subjects and thus remain in school. A fourth group of high school youth does not have a problem of the same dimension as the others; in fact it may be said that it is not a problem. These youth who read at grade level and are potential college material would benefit from an enriched high school reading program. The program for them would be "developmental" -- improving their skills and power and giving them readings in literature.

For these youth, who are not severely retarded, reading deficiency is a problem and reading improvement is a necessity.

The heart of the Vicore approach, which assumes a basal reading capability, is development of the ability to understand groups of words while reading in a downward pattern on the page. Vicore rests on the premise that the "art of reading is intellectual, the process of reading is intellectual, the process of reading is mechanical."

The plan is for instruction of about 500 Cardozo High School youth, using regular teachers from Cardozo to teach the course. During the year workshops will take up special methods of teaching the system.

ENGLISH IN EVERY CLASSROOM

Action Project. To involve all students and teachers in regular, systematic writing of compositions and to encourage and improve reading through the use of paperback books, magazines, and newspapers.

Pupils Served:	900 junior high school 275 intermediate elementary
Location:	Grimke, Garnet-Patterson
Personnel:	All teachers in the junior high All intermediate teachers in the elementary school
Cost:	$38,946.00

The program is designed to provide students with the motivation for reading and writing even as it provides them with appropriate materials upon which to practice and with which to reinforce their literacy. It operates on the premise that English must be taught by each teacher in every classroom, not by the English teacher alone.

Each intermediate pupil and each junior high student will be given two paperback books each. Placed in the library of each school will be four books per student. In addition, each intermediate teacher will select 9 sets of books for his classroom. Every student will also receive a free subscription to the "Washington Post." Each intermediate teacher and each junior high school English teacher will receive subscriptions for a complete set of a magazine of their choice.

During the first week of September, a series of training sessions will be held at the junior high school for the staff of the school as well as for representatives from the elementary school in which the program will operate during the second semester and from the high school where the program will be put into operation during the 1966-67 school year. Throughout the current school year, in-service training seminars on a bi-monthly basis will be held; resident supervisors will be trained; planned classroom visits will be made.

Where feasible, paperback books will be used in place of the traditional hardback texts. Students will be encouraged to make daily entries in their "journals" which will not be checked by the teachers. Students will also be required to write compositions -- at least three during each two-week period--in every class with the exception of physical education. Every subject teacher involved will give one of the three compositions to the English teacher for correction, comments, etc.

COMMUNICATIONS LABORATORIES

Action Project. To provide individual and group instruction in a laboratory setting for students who have basic deficiencies in reading, listening, writing, and speaking.

Pupils Served:	300
Location:	Banneker Junior High, Bell Vocational
Personnel:	2 resource teachers, technician, clerk, 2 teacher aides
Cost:	$29,418.00

Many students who are low achievers have basic deficiencies in language arts. These students require individualized and small group instruction to overcome their inadequacies. The communications laboratories will embrace the teaching of standard English as a second language, ear training for self-analysis, and reading for improvement and for cultural broadening.

Students will receive instruction in speech, reading, listening, and writing in one sector. In a second section, group instruction will be given in reading, language, and composition. The third area will contain resource materials, as well as facilities for the preparation of instructional materials, for teacher conferences, and for pupil-teacher conferences.

The laboratories, one in each building, contain tape recorders, booths equipped with earphones, and similar mechanical devices that can be used as needed.

SECONDARY SCHOOL MATHEMATICS LABORATORIES

Action Project. To establish a mathematics laboratory in two secondary schools of the Model School Division.

Pupils Served: 2600
Location: 1 junior high, 1 senior high
Personnel: Project coordinator, half-time clerk typist
Cost: $27,910.30

One mathematics classroom in a junior and a senior high school will be equipped as a mathematics laboratory. The laboratory method of teaching will provide for group or individual experimentation, for discovery of mathematical facts and generalizations through the manipulation of objects as well as through reading and discussions.

A mathematics laboratory coordinator will have responsibility for designing mathematics experiments, helping to develop laboratory manuals, preparing teaching aids, providing in-service training in how to use the lab approach to teaching mathematics, and providing any other service that will enable the teachers to make maximum use of the facilities.

HELP OUR PUPILS ENJOY MATHEMATICS AS THEY LEARN (HOPE)

Action Project. To provide in-service training and follow-up classroom teaching which will arouse student interest in mathematics, develop the laboratory approach for low regular seventh graders.

Pupils Served:	180
Location:	3 junior high schools
Personnel:	6 teachers, 6 aides
Cost:	$5,755.60

Classes for slow learners have not been equipped with individual kits for teaching mathematics. Teachers and aides need to know how they can make the best use of these materials and how they can best guide the pupil in using them. Some material needed for the project must be constructed by the teacher or pupil. Teachers and aides need to develop techniques for supervising or working with several groups or individual pupils as the need arises.

Teachers need to use a variety of drill activities so that pupils do not become bored and so that each pupil may have the type of drill best suited to him.

TWO-YEAR ELEMENTARY ALGEBRA SEQUENCE

Action Project. To provide opportunity to begin the study of elementary algebra at the ninth grade level and proceed at a slower pace so that the course is completed at the end of two years.

Pupils Served:	175
Location:	Cardozo High School
Personnel:	Teachers
Costs:	$878.50

A number of pupils reach the ninth year of instruction with little understanding of the structure of mathematics. Many pupils wish to take algebra after completing eighth grade mathematics, but the tempo of the regular first year algebra is too rapid and leaves many of these youngsters bewildered. They are usually placed in general mathematics classes and become bored. A number of these students wish to go to college and need algebra to meet college requirements.

The problem of the ninth grade general mathematics student who really wants to study algebra but cannot qualify and is assigned to a continuation of "the same old thing" is commonly known. A two-year sequence of elementary algebra would permit this student to begin his study of the "new" and provide sufficient time for him to grow and mature in the subject without sacrificing the necessary upgrading of the fundamental understandings and skills of arithmetic.

The project proposes to arouse the interest of a segment of the ninth grade population who have ability in mathematics which has not yet been recognized. The project is intended to help build an understanding of fundamental concepts for pupils whose progress has been blocked or hampered through rote learning or inappropriate curriculum. The hope is to give even the weakest student more security through a basic knowledge of the nature and structure of mathematics.

SOCIAL STUDIES IN THE URBAN SCHOOL

Action Project. To develop social studies curriculum materials that will engage and motivate inner-city youth by providing teacher training and establishing a curriculum center.

Pupils Served:	500
Location:	1 elementary school
	3 junior high schools
	1 senior high school
	1 vocational high school
Personnel:	2 curriculum specialists
	14 teachers
Cost:	$63,830.00

Traditionally, the teaching of history and the social studies has involved the use of textbooks, audio-visual aids, and occasional supplementary reading materials. The textbook has, and remains, the rock--the core around which most courses revolve. Much has been said about the inadequacies of texts: their bland prose, their over-concern with political-military affairs; their unconscious commitment to a white, Anglo-Saxon, protestant America. While impressive efforts have been launched by some textbook publishers to erase these inadequacies, the substance of these charges holds true.

Fourteen teachers will be invited to participate in the training program which will be conducted by two curriculum specialists, one at the elementary level, the other at the secondary. The specialists will direct the training program in the fall and supervise the development and use of curriculum materials in the spring.

The Curriculum Center (located in the high school) will concentrate on gathering information on social studies experimentation in urban education, making this information available to MSD teachers through workshops and monthly newsletters. The Center will also act as a depository for materials developed by the curriculum specialists and participating teachers. Finally, demonstration lessons will be held at the Center to illustrate the use of the materials.

An additional function of the Center will be to begin development of courses that combine English and social studies at the 5th, 8th, and 11th grades leading to the eventual creation of humanities courses.

UNGRADED PRIMARY SEQUENCE

Action Project. To establish in an elementary school an ungraded primary sequence, beginning with the first grade, wherein children will progress by course units and ability level rather than by grades and grade accomplishment.

Pupils Served:	125
Location:	Meyer Elementary School
Personnel:	Supervisor
	5 teachers
Cost:	$14,238.00

Educators have been greatly concerned over the number of children failing a grade or more in the elementary schools. Some children require more time to complete the program of the elementary school than others will. The question is how best to organize the school to provide this time. The removal of grade lines and substitution of smaller progress units through which a child may move at his own rate offers promise.

The goal of this proposal is to provide for continuous, individual progress for all children, avoiding both compounded failures for some and "marking time" for others.

The ungraded primary sequence will operate in one target area school. Grades one through three will be reorganized without grade levels. Using the guidelines established by John I. Goodlad in his book Non-Graded Elementary Schools the program involves ungrading at the rate of one grade level per year, beginning during the 1965-66 school year with grade one.

The five classes for the current school year are composed of children entering first grade from home, children entering first grade from kindergarten, children repeating first grade, and children being promoted from junior primary. They will be organized into five classes according to their reading levels and the judgment of the teachers. They will progress through specific levels of work in each subject area in accordance with their own ability, stage of development, and actual completion of segments of work.

UNGRADED INTERMEDIATE SEQUENCE

Action Project. To explore the ungraded, intermediate sequence, offering help in the understanding, administration, and instructional programs for the culturally deprived. To offer ungraded remedial help to children who have already failed.

Pupils Served: 100
Location: Cleveland Elementary School
Personnel: Supervisor
3 teachers
Cost: $15,755.00

The ungraded intermediate sequence will follow the same procedure used in the ungraded primary sequence. Children will complete the intermediate sequence in accordance with their own ability, stages of development and actual completion of designated segments of work. A child's reading and arithmetic abilities, his chronological age, social and emotional maturity are factors to be considered in his placement. The program will begin with pupils in grade 4 at the Cleveland Elementary School.

Intensive testing by reading and math specialists, the Department of Pupil Personnel, and classroom teachers along with conferences to interpret and implement the findings will be employed.

Crucial to the effective implementation of this program will be the in-service staff sessions. The first of these sessions will begin one week prior to the opening of school. Meetings two or three times a month will be made possible during the school day by using parents, teacher aides or student teachers to supervise classes. The entire school staff will take part in the discussion of basic school problems. In an informal give-and-take atmosphere in which the ultimate objective is the maximum achievement of all children, each participant will learn from each other.

The proposed project will demonstrate the development of a process of communication between the school, parents, and community agencies. The project would offer parents an increased understanding and knowledge of children through parent-study groups, conferences, social workers, counselors, seminars and parent teacher organizations.

ASSOCIATIVE TEAM TEACHING IN THE INTERMEDIATE GRADES

Action Project. To provide an effective ungraded intermediate sequence supplement to the regular instructional program through the use of associative-team teaching and multilevel materials to meet individual and group needs of children in the special academic curriculum and in slow learners classes. To focus attention upon reading, mathematics, science, and social studies in the ungraded sequence.

Pupils Served:	65
Location:	Bundy Elementary School
Personnel:	Supervisor
	3 teachers
Cost:	$5,973.00

The school records of the majority of the involved pupils show that when given the Readiness Tests early in their school careers they exhibited average or above average capabilities. However, following kindergarten and first grade experiences, as the needs for the use of abstract ideas and vocabulary imagery increase, the achievement level of the children falls.

The experimental group (two Special Academic classes and one Slow Learner class) will move between three teachers for equal periods of time for three days per week on a departmentalized basis.

One teacher will teach only reading and the Language Arts: the second teacher will teach mathematics, only, and, the third teacher will teach science, geography and history. On the other two days the classes will stay with their "home room" teacher for such subjects as handwriting, literature, physical education, music, spelling and two periods of general shop.

Teachers of the experimental groups will meet weekly after school to review progress and to plan activities for the following week. Chairmanship of the team will rotate among the members.

The plan of operation includes in-service training for the teachers using consultant services as well as monthly planning and evaluative meetings.

PRE-SCHOOL PROGRAM

Action Project. To provide both an instructional and a day care program for disadvantaged children, ages 3 to 5, and to provide an educational program for their parents.

Pupils Served:	250
Location:	5 centers
Personnel:	
Central Staff:	Director, 2 clerks, dietician, nurse
For Centers:	3 center supervisors, 2 head teachers, 8 teachers, 10 aides
Cost:	$288,631.30

Research studies and the experiences of classroom teachers indicate that a large number of children from low income families and neighborhoods enter kindergarten or first grade with preparation below the level of children from more advantaged homes.

The five pre-school centers will provide an educational service, primarily, but also a "day care" component in the afternoon. The educational program will help the child become more aware of his world, to think, to add to his information. The child will develop his motor skills, his ability to get along with other children and adults. The program will encourage him to become independent, to enjoy recreation, and to acquire good health habits. The day care service in the afternoon will also be a learning and recreating experience that will serve the working mother and the overburdened family.

The program will involve the development of curriculum materials, the use of non-professional persons on the staff, and the encouragement of active parent participation.

COMMUNITY SCHOOL PROGRAM

Action Project. To provide service to children, youth, and adults in the area by conducting after school programs for remediation, enrichment, and study.

Pupils Served:	All who reside in the area
Location:	4 elementary schools 3 junior high schools 1 secondary school "center"
Personnel:	Coordinator, principal, teachers, counselors, librarians, clerks, library helpers
Cost:	$138,975.00

The project envisions making available to all children, especially those of elementary school age, library facilities which are within easy walking distance of their homes. It is expected that the libraries will be used not only for the use of books and reference materials but for study and small-group tutoring as well.

For the older youth courses will be offered twice a week after school. They will be of two kinds essentially: remedial and enrichment. The remedial classes will be held for students who need strengthening in reading and arithmetic; the enrichment classes will be held so that students may enroll (on a non-credit basis) for study in subjects not available to them during the regular school day.

The program also seeks to provide services for parents and other adults in the community. An evening center will be established at one secondary school which will offer non-credit programs in areas of value and interest to indigenous persons. Course content and teaching methods will differ from normal night school classes in that the emphasis will be on individual needs, individual growth, small slass size, and gaining knowledge for personal development and information rather than for specific vocational application.

The operation of the entire Community School Program will be closely aligned with the Community Action Program efforts in this area of the city.

UNIVERSITY VOLUNTEERS

Action Project. To provide a reciprocal program of learning, that is, enabling disadvantaged elementary school children to participate in after school and Saturday clubs and enrichment classes taught by privileged college students and enabling the privileged college students to become acquainted with, develop an understanding of, and work with the disadvantaged.

Pupils Served:	1000
Location:	10 elementary schools
Personnel:	Coordinator, University volunteers
Cost:	$21,615.00

The project provides for elementary school children a program of after school and Saturday clubs and other activities that will teach them, provide them with some enjoyment, afford them some inspiration and motivation, and otherwise enrich their lives. The areas around which the activities are centered are arts and crafts, science, foreign languages, physical education, earning and learning skills.

Where feasible, needy college students will be used to work with some of the children during the regular school day. However, most activities will take place outside normal school hours and will be conducted by volunteers from local universities.

READING AND TUTORING PROGRAM

Action Project. To provide remedial reading instruction and assistance with school work, help in improving study skills and habits to elementary school children.

Pupils Served:	125
Location:	Bundy, Meyer, and Raymond Elementary Schools
Personnel:	Coordinator, assistant coordinator, 5 teachers, 125 I-B high school youth
Cost:	$16,565.00

Target Area elementary school children in large numbers read below grade level; many are two years or more below grade level and are classified as remedial. For some children reading is a major problem. Failure to learn to read for many children leads to other school problems and often to total school failure. On this subject of reading, finally, we might observe that some children never learn to read -- they are nonreaders. This problem demands attention.

At the high school level (apart from the reading problem), youth also have a myriad of problems. For the able high school boy or girl one problem often is economic -- can they remain in school in spite of a low, poverty-level family income or must they leave school to supplement wages earned by parents?

The high school students assist the elementary children with their homework and reading assignments. They also help establish improved study habits, listening skills, and ability to concentrate. Where needed, they are aiding the children in bringing their reading levels closer to grade expectancies.

EARLY MORNING PHYSICAL FITNESS AND BREAKFAST PROGRAM

Action Project. To provide a program of daily exercises and games, shower baths, and nutritive breakfasts for elementary school boys who may be potential school dropouts for the purpose of developing self confidence, self discipline, and wholesome attitudes toward school.

Pupils Served:	100
Location:	Bundy and Perry Schools
Personnel:	Steward, 6 high school students, 4 college students
Cost:	$10,730.00

Frequently boys living in inner city areas find themselves unable to adjust satisfactorily to the program of the school. Limited as their backgrounds are in educational experiences, adult support and community inspiration, they find themselves unable to cope with the educational requirements of the upper grades of the elementary school. In addition, many of them come from homes which fail to establish acceptable social habits, are unable to supply nourishing meals, and cannot provide proper guidance for pre-teen boys.

The program will operate from 7:00 a.m. to 8:45 a.m. under the general direction of a steward with whom both high school and college students will work. Approximately 100 boys will be involved in the program which will include (1) health and physical education activities, (2) showers, and (3) breakfast.

DOUBLE BARREL

Action Project. To provide informal counseling and other help to potentially delinquent elementary school children by using college students, particularly those who are training to become teachers.

Pupils Served:	250
Location:	Target area schools
Personnel:	Coordinator, assistant coordinator, 50 college students
Cost:	$21,580.00

There is a need to help in the satisfactory adjustment of many elementary school children who are problems in the school and in the community. Often such children have home problems, emotional problems, and learning difficulties. They are often potential delinquents and potential school dropouts.

In addition, there exists the problem of providing adequate experience in working with "inner city" children for the college student enrolled in a teacher-training program.

The project seeks to provide the children with effective out-of-school counseling, tutoring, recreation, and supervision. Each college student will be assigned five children who have been identified by teachers and principals as potential delinquents.

A great deal of the impetus for the program comes from the college students who are given a large degree of freedom in selecting the kinds of activities from which their counselees will benefit. Weekly meetings of the students with the coordinator and assistant coordinator provide for exchange of ideas, suggestions, and reactions to the program as well as an opportunity for groups of students to combine to sponsor a trip, plan a picnic, etc.

PARENT EDUCATION

Action Project. To provide training on Saturday mornings for parents and their pre-school children who are not enrolled in pre-school programs or in kindergartens.

Pupils Served:	240
Location:	8 elementary schools
Personnel:	Coordinator; 6 teachers, 1 parent helper, 2 college students, and 1 clerk per center
Cost:	$66,194.00

The general purpose of the project is to reduce the handicaps that the disadvantaged child brings to school by developing more knowledgeable and more capable parents. Many children in this community lack the basic concepts necessary for success in reading and in the other skills taught in the elementary grades.

Through the use of skilled teachers, the parents will learn through observation, participation, and instruction what they can do at home to prepare their children for enrollment in the public school program. A special effort will be made to involve fathers as well as mothers in the program.

CULTURAL ENRICHMENT

Action Project. To expose children, youth, and adults to musical, dramatic, and dance performances, to viewing other art forms and artists at work.

Pupils Served: Entire population Location: All schools Personnel: Coordinator Cost: $22,701.00

Many of the people in the Model School area are not sharing fully in the rich cultural heritage of their city and of their nation. They must have a chance to meet artists from the various disciplines as well as to be exposed to the products of these people. The ultimate purpose is to provide extensive cultural enrichment for the total area, pre-school through adult.

The project coordinator will conduct a survey to discover needs and the available community and city resources. The results of the survey will be used to make specific plans for the cultural development of the target area population, including field trips.

It is anticipated that maximum use will be made of community volunteers and professionals. It is also expected that guided tours to centers of interest, performances in the schools by artists, trips to legitimate theatre performances, etc. will be included in the plans evolved by the coordinator and consultants.

COLLEGE SUMMER ENRICHMENT

Action Project. To encourage the able, talented youth from low-income, disadvantaged homes to stay in school and to seek a college education by exposing them to college experiences prior to graduation from high school.

Pupils Served:	125
Location:	Local universities
Personnel:	Coordinator, part time clerk
Cost:	$18,171.00

The able child and the talented youth may be members of families whose income is low and whose advantages are slight. These youth need development, however, just as does the able child of the advantaged family. Washington area summer university programs provide opportunities for high school youth to develop themselves. Laboratory programs in speech and drama, in journalism and yearbook production, workshops in intergroup relations will contribute to the solution of development and enrichment for economically disadvantaged youth. These programs will also provide an opportunity for youth from segregated neighborhoods to meet young people from other socio-economic groups and of other races.

The coordinator will recruit and select the youth, primarily from Cardozo High School; provide information to them about the courses; aid in the distribution of money, including the tuition fee, the book and materials fees, the transportation cost, and fees for trips and incidentals; counsel with the youth before, during, and after the courses; and aid in assembling information for evaluation.

CAFETERIA TRAINING COURSE

Action Project. To select and involve high school girls who are potential dropouts in a one year program in cafeteria training which would provide them with an apprenticeship in the commercial food industry throcugh learning and experiencing which may lead, for some, to possible managerial positions.

Pupils Served: 20
Location: Cardozo High School
Personnel: Coordinator, teaching assistant
Cost: $14,620.00

Many girls in schools serving disadvantaged younsters cannot benefit from regular home economics courses just as they have not benefited from other high school courses. They face a bleak future without the skills to become either successful homemakers or job holders. Hopefully, if they can be motivated to participate and succeed in a specific course which is significant to them, the transfer of motivation and training may occur in other areas of learning.

The project in cafeteria training will be added to the regular home economic department offerings and will consist of c lassroom and cafeteria experience in the school, as well as appropriate field trips. The course content will include good grooming, health, work habits, food and nutrition, and the care and operation of a school kitchen. Related subjects such as safety, hygiene and sanitation, and food and equipment costs will also be included as will a study of occupations related to cafeteria operations.

PROJECT DISCOVERY -- IN AUDIOVISUAL INSTRUCTION

Action Project. To experiment in the extensive and intensive use of audiovisual materials to determine the effect on the learning situation and children's learning behavior when materials, projection equipment, and utilization conditions are solved or minimized.

Pupils Served:	700
Location:	Scott Montgomery School
Personnel:	Librarian, part-time clerk all teachers
Cost:	$10,500.00

The project joins together the forces of the Model School Division, Encyclopedia Britannica Films, and Bell and Howell Corporation. It is part of a nationwide experiment which includes school systems in Shaker Heights, Ohio, Terrell, Texas, and Daly City, California

Approximately 500 films and 1,050 filmstrips, selected by the faculty, have been placed in a film library. Each classroom has been equipped with automatic loading film and filmstrip projectors and the furnishings necessary to darken the room. The materials, equipment, and maintenance costs are being handled by the companies involved, with no cost to the MSD.

PROGRAM DEVELOPMENT

Action Project. To plan for future projects, for new curricula in vocational education, for new curricula materials and approaches in subject matter areas, and for the development of a health program.

Pupils Served:	Entire population
Location:	Model School Division
Personnel:	MSD staff, consultants
Cost:	$206,675.00

If the Model School Division is to fulfill its purpose as a center for the development of innovations which can be implemented throughout the entire District of Columbia school system, it must assume responsibility for the development of new materials and approaches, translate the successes of the Division to the superintendent of schools, and assist him with the incorporation of them into the rest of the school system. The program development component of the Model School Division will also work in close contact with the program development unit of the United Planning Organization.

Specific aims for the 1965-66 school year are:

1. To release a selected group of experienced teachers from all school levels to work on the development of new curricula materials and approaches in subject matter areas

2. To develop new educational programs in vocational education which will involve new curricula, industry-school personnel exchanges, counseling and job placement services, and work-study programs

3. To involve administrators, coordinators, other staff members and indigenous residents in the planning of new programs

4. To explore and evaluate practices in other communities for possible use in the Model School Division

5. To plan a new concept of and new approaches to school health services and health education programs

To attain the objectives will involve the use of consultant services, a close working relationship with other facets of the school system, the coordination of all Model School Division staff efforts, and the continuation and expansion of communication with local public and private agencies.

MODEL SCHOOL DIVISION
Public Schools of the District of Columbia
Washington, D. C.

	SCHOOL	PRINCIPAL	ADDRESS	TELEPHONE
		Elementary		
1	Bancroft	Mr. Julian West	18th and Newton, NW	ST 404
2	Bruce	Mrs. Alma Felder	770 Kenyon St., NW	ST 418
3	Bundy	Mr. Charles Carter	429 O St., NW	ST 420
4	Cleveland	Mrs. Julia Hill	8th and T Sts., NW	ST 426
5	H. D. Cooke	Mr. Winston Turner	17th and Euclid, NW	ST 429
6	Garrison	Mrs. Gloria Jones	12th and R Sts., NW	ST 450
7	Grimke	Mrs. Katherine Dodson	1923 Vermont Ave., NW	ST 455
8	Harrison	Mrs. Marguerite Seldon	13th and V Sts., NW	ST 457
9	Meyer	Mrs. Sarah Newton	11th and Clifton, NW	ST 522
10	Monroe	Mrs. Bertha McMurdock	Columbia & Sherman, NW	ST 489
11	Montgomery	Mr. Nathaniel Dixon	421 P Street, NW	ST 380
12	Morse	Mr. Nathaniel Dixon	R bet New Jersey & 5th, NW	NA 2476
13	Park View	Mrs. Lillian Glascoe	Warder & Newton, NW	ST 498
14	Raymond	Mrs. Lucinda Allen	10th & Spring Rd., NW	ST 368
		Secondary		
1	Banneker JHS	Mr. Elmer Mitchell	800 Euclid St., NW	ST 405
2	Bell VHS	Mr. Charles Baltimore	Irving & Hiatt, NW	ST 561
3	Cardozo HS	Mr. Randall Evans	13th and Clifton, NW	ST 391
4	Garnet-Patterson JHS	Mr. George Campbell	10th and V Sts., NW	ST 246
5	Shaw JHS	Mr. Oliver Rogers	7th and Rhode Isiand, NW	ST 265

MODEL SCHOOL DIVISION PROJECTS

September, 1965

Title	Pupils Served	Location	Personnel	Comments
Summer Institute Follow-Up	6000	All area ele. schs.	Asst. to asst. supt. in charge of prog. oper., consultants	
Summer Institute of 1966	5300	An area school	Prin., asst. prin.,10 tchrs. 8 curr. spec., 2 parent helpers, 8 tchr. aides, clerk, consultants	
Project In Urban Teaching	2700	All MSD schools	Dir., asst. dir., 6 curr. spec., 20 coord. tchrs, 60 interns, adm. asst. secy, psychiatrist, const.	
Words In Color	300	4 ele. schools	Staff coord. 8 reg. tchrs.	
Initial Teaching Alphabet	300	5 ele. schools	Staff coord. 9 reg. tchrs.	
Science Research Associates	1700 j.h.s. 1200 ele.	Cooke, Shaw	2 resource tchrs., 54 reg. tchrs., 4 prog. aides, SRA staff	
Project Visual Conceptual Reading	500	Cardozo	1 coord., 22 reg. tchrs., 2 prog. aides, Vicore Staff	
English In Every Classroom	900 j.h.s. 275 ele.	Garnet, Grimke	All tchrs. j.h.s., all tchrs. ele.	
Communications Laboratories	300	Banneker, Bell	2 resource tchrs. tech., clerk, 2 tchr. aides	
Secondary School Mathematics Laboratories	2600	1 j.h., 1 s.h.	Proj. coord. clerk-typist	

Title	Pupils Served	Location	Personnel	Comments
HOPE	180	3 j.h.s.	6 tchrs., 6 aides	
Two-Year Ele. Algebra Sequence	175	Cardozo	Teachers	
Social Studies In The Urban School	500	1 ele., 3 j.h.s., 1 s.h., 1 voc. h.s.	14 tchrs. 2 curr. spec.	
Ungraded Primary Sequence	125	Meyer	Sup., 5 tchrs	
Ungraded Intermediate Sequence	100	Cleveland	Sup., 3 tchrs.	
Associative Team Teaching In The Intermediate Grades	65	Bundy	Sup., 3 tchrs.	
Pre-School Program	250	5 centers	Dir. 2 clerks, nurse dietician, 3 sup. 2 head tchrs., 8 tchrs., 10 aides	
Community School	All who reside in area	4 ele. sch., 3 j.h.s. 1 sec. sch.	Coord., prin., tchrs. couns. librarians clerks, lib. helpers	
University Volunteers	1000	10 ele. sch.	Coord., Univ. Vol.	
Reading and Tutoring Program	125	Bundy, Meyer, Raymond	Coord., asst. coord., 5 tchrs., 125 I-B stu.	
Early Morning Physical Fitness and Breakfast Program	100	Bundy	4 college stu. Steward, 6 h.s.stu.	
Double Barrel	250	Target area sch.	Coord., asst. coord., 50 college students	
Parent Education	240	8 ele. sch.	Coord.; 6 tchrs. 1 helper 2 coll. stu. & clerk per center	

Title	Pupils Served	Location	Personnel	Comments
Cultural Enrichment	Entire pop.	All schools	Coordinator	
College Summer Enrichment	125	Local univ.	Coord., clerk	
Cafeteria Training Course	20	Cardozo	Coord., tchg. asst.	
Project Discovery -- In Audiovisual Instruction	700	Montgomery	Librarian, clerk all teachers	
Program Development	Entire pop.	MSD	MSD staff, consultants	